

Fall 2020 Instructional Models:

Online, Hybrid, HyFlex, Synchronous, Asynchronous,
Flipped, Paired, Rotating, Remote and Social Distanced.

KEITH A. QUESENBERRY
ASSOCIATE PROFESSOR, MESSIAH UNIVERSITY

FALL 2020 INSTRUCTIONAL MODELS: FOUR COURSE DELIVERY MODELS.

2

“I’m assuming faculty have opted into or been required to teach in some blended or hybrid manner. I’m not arguing for classrooms structured this way; I’m just being realistic that many instructors will be facing them this fall.”

– Derek Bruff, Director Center for Teaching Vanderbilt University

FALL 2020 INSTRUCTIONAL MODELS: FOUR COURSE DELIVERY MODELS.

All faculty should deliver courses in a way that provides an equitable learning opportunity for students participating in each class session whether face-to-face or learning remotely.

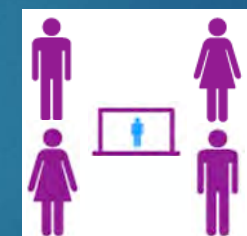
Instruction should be amendable to a rapid transition to online, as well as a pivot back to face-to-face/remote, enabling instruction to continue in a fluid way.



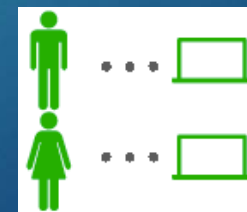
Instructor



In-person
students



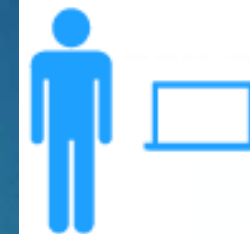
Remote
students



Online/LMS

FALL 2020 INSTRUCTIONAL MODELS: FOUR COURSE DELIVERY MODELS.

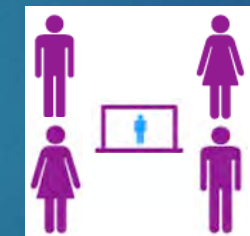
1. Enhanced Face-To-Face:
Lecture-Based
2. Enhanced Face-To-Face:
Activity-Based
3. HyFlex: (combination)
4. Online Course: (for pivoting)



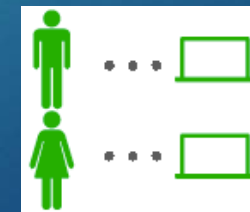
Instructor



In-person
students



Remote
students



Online/LMS

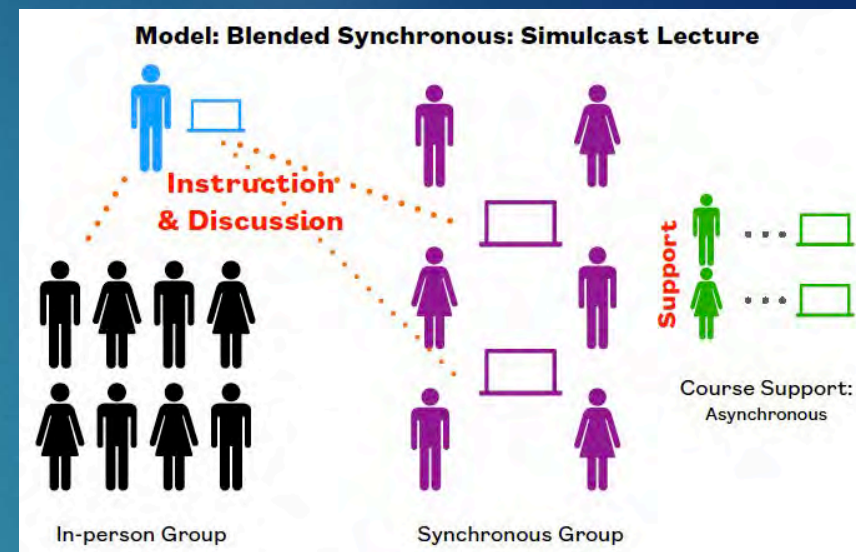
FALL 2020 INSTRUCTIONAL MODELS: FOUR COURSE DELIVERY MODELS.

Enhanced Face-To-Face: Lecture-Based

Looks/feels like traditional lecture classroom but includes synchronous participation from remote students.

Classroom technology enables remote students to hear/see critical elements of classroom presentation/discussion and to interact with instructor/peers.

Course pedagogy is generally the same as a traditional lecture course delivery.



What Instructor Sees			
Student Group	Section 1	Section 2	Section 3
Group A			
Group B			
Group C			
Group D <small>(Students who request to attend online only)</small>			

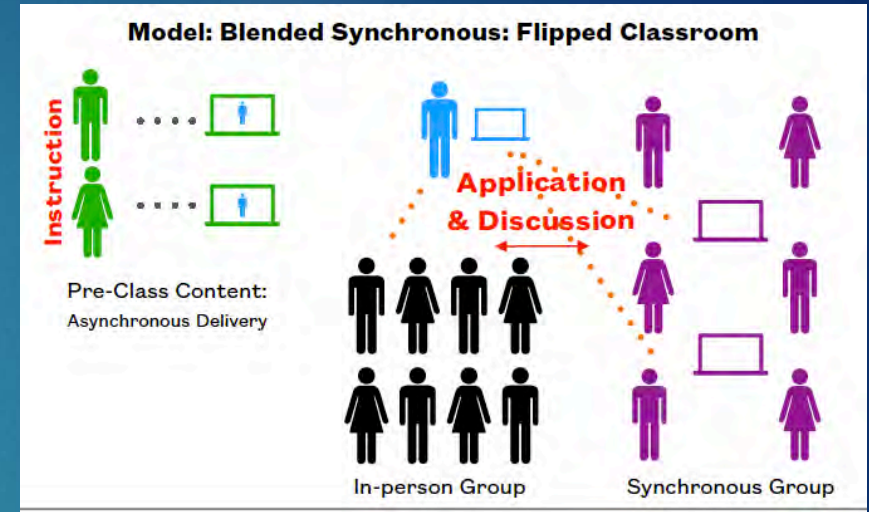
FALL 2020 INSTRUCTIONAL MODELS: FOUR COURSE DELIVERY MODELS.

Enhanced Face-To-Face: Activity-Based

Uses a “flipped classroom” pedagogy.

Direct instruction is asynchronous and before class times and delivered via recorded mini-lectures, focused readings or brief “primer” assignments.

Class time is devoted to activities such as problem solving, discussions, reviewing paper drafts, etc.



What Instructor Sees			
Student Group	Section 1	Section 2	Section 3
Group A			
Group B			
Group C			
Group D (Students who request to attend online only)			

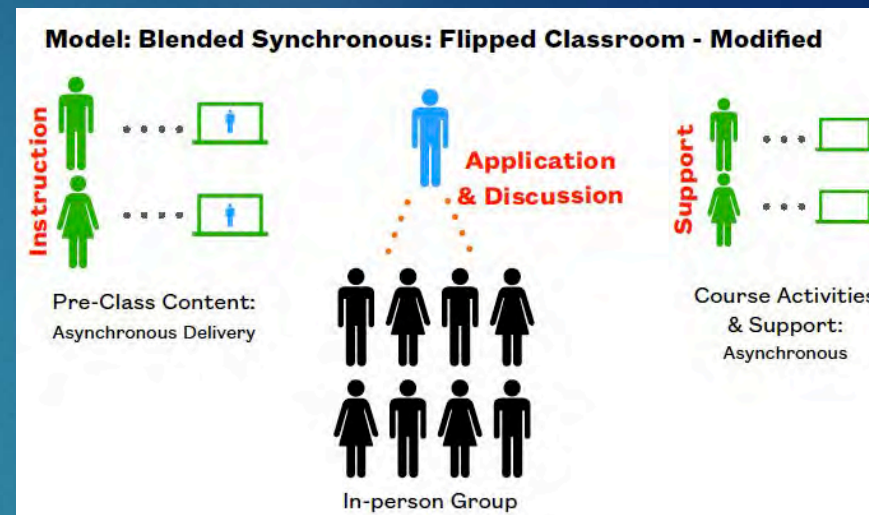
FALL 2020 INSTRUCTIONAL MODELS: FOUR COURSE DELIVERY MODELS.

HyFlex

Blends the other two course delivery strategies providing options for students and content delivery.

Students who can attend class face-to-face do so in the classroom.

Others use online materials equivalent in content/rigor with what is in the classroom synchronously or asynchronously.



What Instructor Sees			
Student Group	Section 1	Section 2	Section 3
Group A			
Group B			
Group C			
Group D (Students who request to attend online only)			

FALL 2020 INSTRUCTIONAL MODELS: FOUR COURSE DELIVERY MODELS.

Full Online

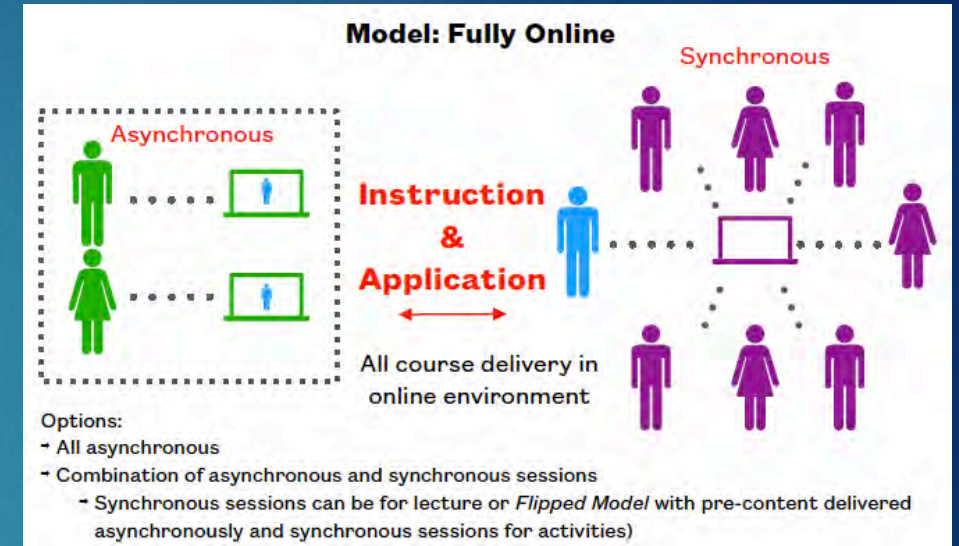
An online course is when all content and participation is delivered online asynchronously or a combination of asynchronous and synchronous.



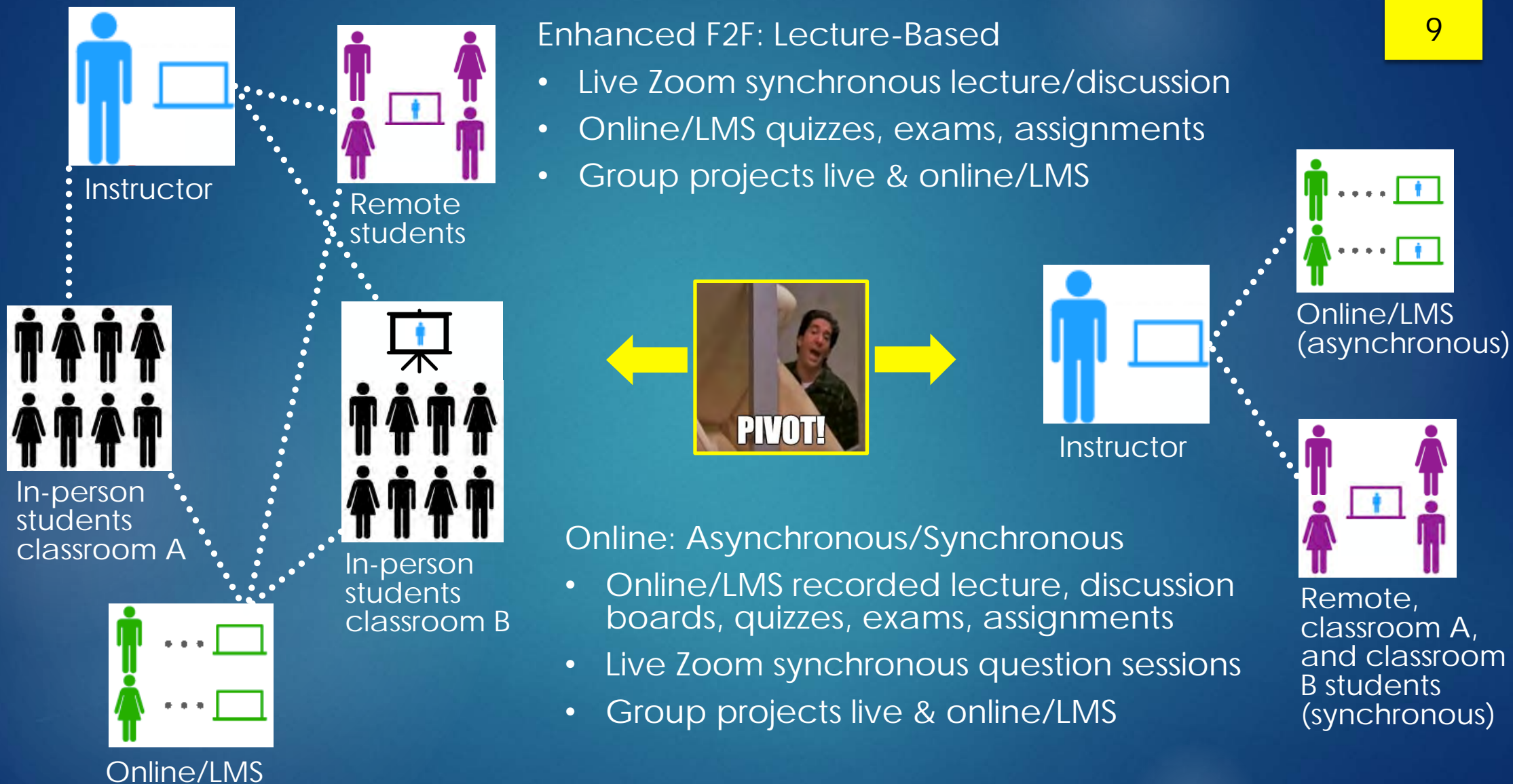
How do you prepare for a rapid transition from one to the other in a fluid way?



It is different from remote learning which is when remote students participate in synchronous sessions simultaneously with in-person students.



What Instructor Sees	
Student Group	All Sections
All Students	



FALL 2020 INSTRUCTIONAL MODELS: FOUR COURSE DELIVERY MODELS.

Fully In-person “Pivot” to Fully Online

“Thank you for your proactive approach to moving online. This has been my favorite structure for online class compared to my other classes.”

“Between providing the zoom sessions/Q&A boards and providing weekly outlines you have done a lot more to make this transition easy compared to most of my other classes so thank you very much!”

“I really appreciate the time you took to ask how I was doing personally and within this class. Professors like you make learning online a lot more enjoyable and easier to achieve!”

WHAT WORKED THIS SPRING? WELL-DESIGNED AND -DELIVERED COURSES

RECOMMENDED PRACTICES FOR ONLINE INSTRUCTION

- Assignments that ask students to express what they have learned and what they still need to learn (68%/50%)
- Breaking up class activities into shorter pieces than in an in-person course
- Frequent quizzes or other assessments
- Live sessions in which students can ask questions and participate in discussions
- Meeting in "breakout groups" during a live class
- Personal messages to individual students about how they are doing in the course or to make sure they can access course materials (68%/47%)
- Using real world examples to illustrate course content (67%/42%)
- Work on group projects separately from the course meetings

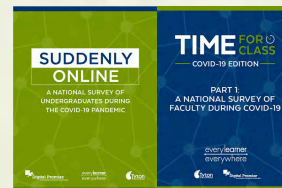
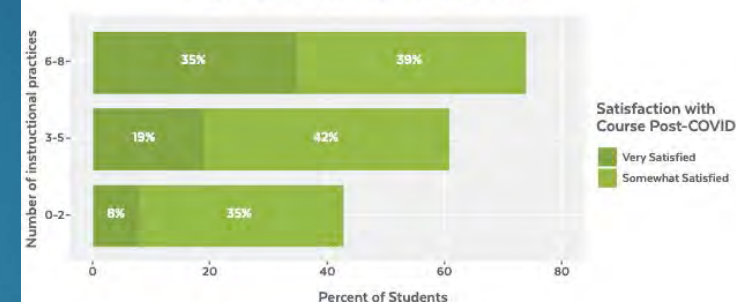
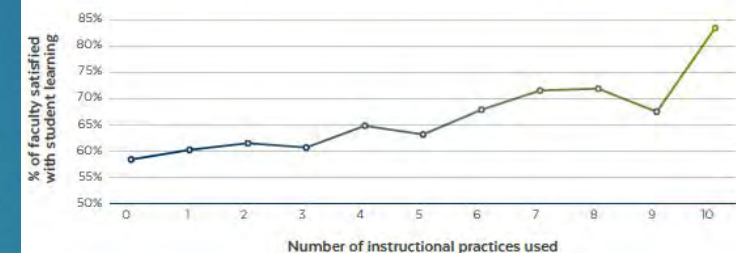


FIGURE 8. SATISFACTION WITH POST-COVID-19 COURSE BY NUMBER OF RECOMMENDED ONLINE PRACTICES USED



INSTRUCTIONAL PRACTICES USED AND SATISFACTION WITH STUDENT LEARNING



74% of students were satisfied with courses using 6-8 recommended online practices.
 84% of faculty who used 7+ practices were most satisfied with student learning.
 Just 20% of faculty used 7+ practices (They were twice as likely to have previously taught online).

Means, B., and Neisler, J., with Langer Research Associates. (2020). Suddenly Online: A National Survey of Undergraduates During the COVID-19 Pandemic. San Mateo, CA: Digital Promise. CC BY 4.0 https://digitalpromise.org/wp-content/uploads/2020/07/ELE_CoBrand_DP_FINAL_3.pdf Fox, K., Bryant, G., Lin, N., Srinivasan, N. (2020, July 8). Time for Class – COVID-19 Edition Part 1: A National Survey of Faculty during COVID-19. Tyton Partners and Every Learner Everywhere. www.everylearnereverywhere.org/resources Lederman, D. (July 8, 2020) "What Worked This Spring? Well-Designed and -Delivered Courses" Inside Higher Ed, <https://www.insidehighered.com/digital-learning/article/2020/07/08/what-kept-students-studying-remotely-satisfied-spring-well>

“Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster. Colleges and universities working to maintain instruction during the COVID-19 pandemic should understand those differences when evaluating this emergency remote teaching.”

— Hodges et al., “The Difference Between Emergency Remote Teaching and Online Learning” in EDUCAUSE Review, March 27, 2020.